

Unit 6/Lesson 30

Lesson Title: Lewis and Clark: Lands Discovered

Short Term Goals: Students will identify and describe landforms, as well as demonstrate an understanding of the compass rose and a map key using the trail of Lewis and Clark and the Corps of Discovery.

SLE's:

G.1.3.2 Name and locate the states that border Arkansas

G.1.3.3 Discuss the characteristics that define a *region*:

- takes up area
- has boundaries
- has special features

G.1.3.8 Locate mountain ranges in Arkansas:

- Ozark
- Ouachita

G.1.3.9 Locate major rivers in Arkansas:

- Arkansas
- Mississippi
- Red
- White
- Ouachita
- St. Francis

G.1.3.11 Explain the purpose of a *physical map*

G.1.3.12 Utilize the map *legend/key* to interpret *physical maps*

G.1.3.13 Locate *places* on contemporary maps using *cardinal* and *intermediate directions*, *map scales*, *legends*, and titles

G.1.3.14 Label physical features on maps and globes:

- rivers
- lakes
- oceans
- mountains
- islands
- desert
- coast
- *peninsula*
- plain
- *plateau*

G.1.3.15 Create a *physical map* that includes the following:

- title
- *compass rose*
- *legend/key*
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Common Core Standards:

CCRI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCRI.3.2 Determine the main idea of a text; recount the key details, and explain how they support the main idea.

CCRI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCRI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCRI.3.7 Conduct short research projects that build knowledge about a topic.

CCSL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

Materials:

Images of Lewis and Clark

1 copy of a text that provides basic historical information about the Lewis and Clark Expedition

Landform Powerpoint

Landform Worksheet

Bodies of Water Worksheet

Go For It Graphic

Internet Resources:

<http://www.youtube.com/watch?v=IIYjnA1wED0>

National Geographic: Lewis and Clark Documentary

http://cde.nwc.edu/SCI2108/course_documents/earth_moon/earth/earth_science/landforms.htm

landform glossary

Direct Explanation/Model:

One Session/ whole group

What: Students will identify and describe landforms, demonstrate an understanding of the compass rose and a map key using the trail of Lewis and Clark and the Corps of Discovery.

Why: Students will develop a general understanding of the remarkable journey taken by Lewis and Clark as they traveled over the landforms and waterways to the west.

How: Students will explore a map of the Louisiana Purchase, locate where we live in relation to it, and identify the many landforms. They will then create a physical map of all or part of our playground. It will include a map key, title, and a compass rose.

Session One**Guided Practice:**

Display the “Louisiana Territory Map” overhead transparency and show the students the area that Lewis and Clark explored. Note the area’s position in relation to your school’s location. Explain that the territory was explored a long time ago. Explain that Lewis and Clark were looking for a water route across the continent to the Pacific Ocean. Explain that they came across many new things along the way and passed by many different landforms, such as mountains, rivers, waterfalls, and plains. Display the “Landforms” overhead transparency. Discuss the landforms.

Explain to the students that Lewis and Clark saw many things at the Pacific Ocean that were different from those they had seen along the way, such as salmon, seals, whales, and sea lions. Display the “West Coast Animals” overhead transparency. Discuss the animals. Explain that as Lewis and Clark saw new things, they recorded them in their journals.

Introduce the students to a selected text about Lewis and Clark or you may want to show the National Geographic ‘video which can be found on Youtube. Make a chart on chart paper with three columns and label them “People,” “Landforms,” and “Things.” Before reading the text, review the chart with the students. Tell the students to pay close attention to the text so that they can help you complete the chart.

Read the text aloud. During the reading, discuss the various sights reported in the text. Record all responses on chart paper. Attend to unfamiliar vocabulary and concepts.

Session Two**Guided Activity:**

Review the “Louisiana Territory Map” from the previous sessions.

Explain to the students that they will be setting out on their own journey to explore, like Lewis and Clark did. Display the map of the school overhead transparency. Point out the final

destination. Ask the students to think about people and “landmarks” they could see along the way.

Distribute a “Go For It!” worksheet and a clipboard to each student. Explain that their goal is to reach their destination. Explain to the students that, like Lewis and Clark, they will create a map with a map key based on their journey. Explain to the students that they will need to list five things on the “Go For It” worksheet that they will represent on their map in the next session.

As a class, travel to the destination, allowing time for the students to record the people and landmarks that they encounter along the way on their worksheets.

Apply:

When back in the classroom, have the students open their learning logs. Ask the students to describe how they felt during the journey and when they reached their final destination. Remind the students of the journals that Lewis and Clark kept from their journey and the quote from Clark’s journal, “Ocean in view! O! The joy!” Ask the students to share their entries with a partner or with the class.

Collect the students’ completed “Go For It!” worksheets.

Session Three

Guided Activity:

Divide the class into small groups. Display the map of the school overhead transparency. Hand back the students’ completed “Go For It!” worksheets. Distribute a blank map of the school to each group.

Review the journey from the previous session.

Direct the groups to choose five people and landmarks from their “Go For It!” worksheets to include on their school map. Direct the students to use symbols to record their sightings of people and landmarks from the previous session and create a map key for the symbols. Using the map of the school overhead transparency, the teacher will model choosing a person or landmark, finding its location on the school map, selecting a symbol, and placing that symbol on the map key for the students.

Apply:

Allow the students 15 to 20 minutes to complete the task. Once the students are finished, have the groups present their completed assignments to the class. Display the finished maps.

ENRICHMENTS/EXTENSIONS

Have students recreate a map of Lewis and Clark’s journey, incorporating a map key. Have students create their own map, including a map key, of a place they have visited or a location in the community.

